People are reaching a consensus that the role of the family is critical . . . and we have to strengthen and reinforce that role.

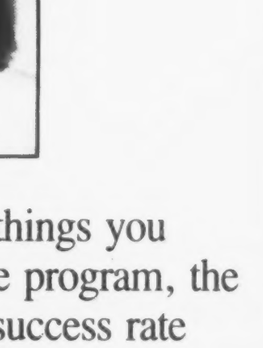
–Heather B. Weiss

Parent education may well be the best shot available right now . . . to deal with a variety of issues confronting us.

–Otis Baker

The more things you attack in one program, the better your success rate is going to be.

–Janet M. Blumenthal



Home visitors are like the grandmothers and aunts of bygone years.

–Edward F. Zigler

Growing Number of Programs Helping Families Negotiate the Complexities of Parenthood

Continued from Page 13

education for the young child is the family," says Sally A. Provence, professor emeritus of child development and pediatrics and a senior research scientist at the Yale University Child Study Center. "We're just making it more conscious and systematic, and making sure people who need the support have the techniques and methods."

For many years, contends Edward F. Zigler, the Sterling Professor of Psychology at Yale University and the director of the Bush Center in Child Development and Social Policy, birth to age 5 was "an empty period in the child's life" as far as the formal education system was concerned.

"From the day you left the hospital with the new baby to the time you showed up for school," Mr. Zigler recalls, "parents took care of that."

Today, he notes, "there is an absolute growing recognition that if we want to optimize the development of children, we have to get in there even before they are born with prenatal care—and then do everything we can to see that the environment and learning experience of the child is optimal for the period from 0 to 5."

Adds Otis Baker, assistant commissioner of education in Missouri, the only state to mandate that all school districts offer such services: Parent education "may well be the best shot available in the country right now to deal with a variety of issues confronting us."

'One of Those Programs That Please Everyone'

Experts estimate that thousands of parenting programs—sponsored by groups ranging from local Y.M.C.A.'s and health clinics, to churches and child-care centers—are in operation today.

And interest in linking such efforts to schools has increased dramatically in the past few years.

In preparation for a study to be published this summer, the Harvard Family Research Project identified more than 200 local school-based programs.

In a 1988 study by the Wellesley College Center for Research on Women and the Bank Street College of Education, 19 states reported that they require some parent-education activities in their early-childhood-education programs.

Missouri and Minnesota have taken the lead among states in launching comprehensive, statewide parenting programs administered and funded through the public schools.

But other states are stepping up their efforts. Smaller-scale efforts modeled after Missouri's "Parents as Teachers" program, which offers home visits and group meetings for parents and developmental screening for children from birth to 5, have been started in 28 states. *(See story on page 15.)*

Breaking the Cycle

A convergence of factors has fueled the current interest in such programs.

Educators are eyeing parent-education programs as one strategy to curb the school-failure rate among children placed at risk by such factors as poverty, abuse, language barriers, and family breakups.

In addition, says Alice Sterling Honig, a professor of child development at Syracuse University, the fact that the economy is increasingly dependent on a highly literate workforce demands that all children have "the base of loving, responsive parenting that research shows us will give us the tool-oriented, task-solving child."

The growing interest in parent education also stems from the broad recognition, based on interpretations of a body of research, that children pass through the most formative years of their lives before they enroll in kindergarten.

Burton L. White, the parenting expert whose research was the basis for the Missouri program, says studies associated with Head Start and other early-childhood programs show that a child advanced in language and intellectual skills at age 3 "is very likely to be well prepared for formal education."

Conversely, he writes in *Educating the Infant and Toddler*, a child nine months or more behind "rarely achieves above average or even average levels of later educational success."

Also bolstering the parent-education movement are studies that show that parents' attitudes about learning can have an enduring influence on their children's educational experiences.

In an effort to break the cycle of failure among particularly vulnerable groups, many of the programs are being designed with specific populations in mind.

Parenting education is an integral element, for example, in many efforts to aid pregnant and parenting teenagers. And it is often used to help bolster the confidence, skills, and employability of disadvantaged parents enrolled in vocational-education, adult-literacy, and welfare programs.

In Iowa, for example, a 1988 law targets welfare recipients for parent-education services in an effort to reduce demands on the foster-care system.

The U.S. Bureau of Indian Affairs has adopted Kentucky's Parent and Child Education program for use in schools on Indian reservations. And some communities are making special efforts to serve groups such as homeless or limited-English-proficient families or parents with substance-abuse problems.

Recognizing that growing numbers of children are spending much of their for-

Continued on Page 16

Susan Shea-Wittig

The Canton, Ohio, public schools have run a parenting program for 16 years.

Job Rating: Parents

In meeting their responsibilities to children, would you say parents are doing an excellent, good, fair, or poor job?

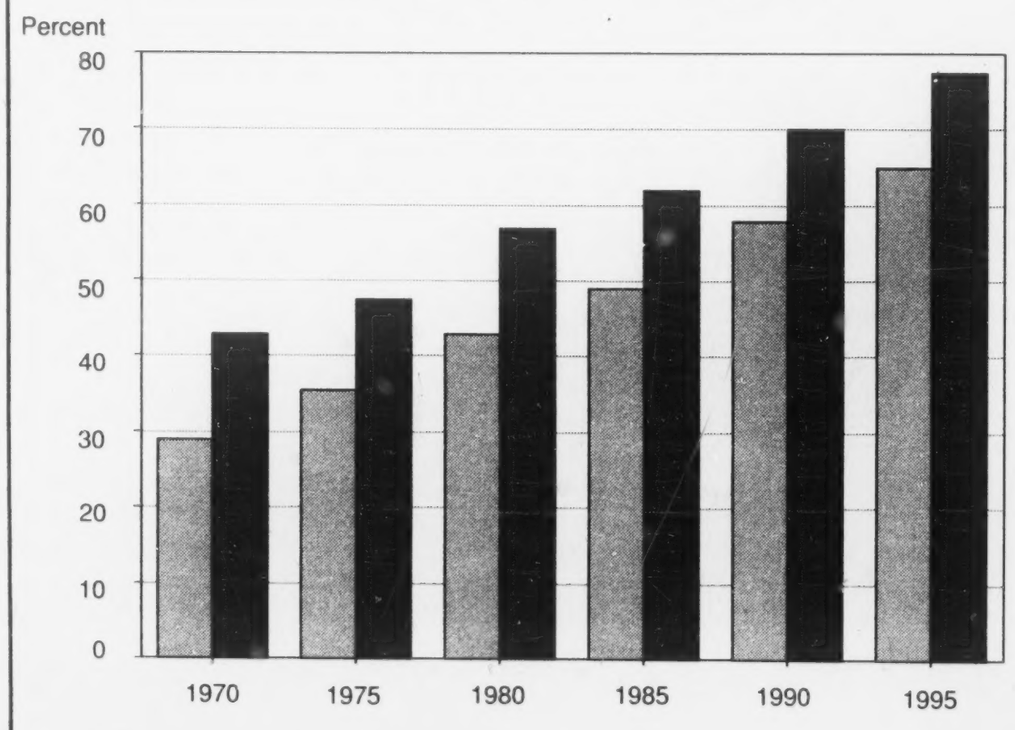
Job Rating	Total %	Have Children Under 18: Yes %	Have Children Under 18: No %
Excellent	4	5	4
Good	39	40	38
Fair	45	46	45
Poor	10	10	11
Not sure/ refused	1	*	2

* Less than 0.5%.

Source: Group W–Westinghouse Broadcasting Company, Louis Harris and Associates, 1986

Working Mothers

Children with mothers in the labor force, 1970-1985, and projected, 1990-1995



Source: Children's Defense Fund

Harvard Family Research Project

In an effort to understand the types of child-development programs that states and local districts have initiated to reinforce family, school, and community partnerships, the Harvard Family Research Project surveyed 77 such programs in 1989.

These school-based programs provide support and education services to parents with children anywhere from birth through the early elementary years.

The survey obtained information about many aspects of the programs, including their administrative arrangements and services, staff and participant characteristics, funding sources, and their interagency linkages with other school and non-school programs.

Highlights of the survey are presented below. Complete results and profiles of the 77 programs will be included in the project's forthcoming book, *Raising Our Future: Families, Schools, and Communities Working Together.*

Administration and Services

- Two-thirds of the programs are administered exclusively by a school system; one-third are administered in collaboration with another community agency.
- The most commonly offered services are parenting and child-development education (100 percent provide); joint activities for parents and children (87 percent); networking and opportunities to meet other parents (86 percent); information and referral to other community services (86 percent); parent resource library (72 percent); home visits (69 percent); and health and nutrition education (69 percent).
- More than 50 percent of the programs offer a regular weekly early-childhood experience for children as well as education and support services for parents.
- Two-thirds offer services at school and/or such non-school sites as homes, child-care centers, community agencies, and religious facilities; one-third offer them exclusively at schools.

Interagency Linkages With School and Non-School Agencies

- Well more than two-thirds have developed informal or formal linkages with other school programs or other public or private community agencies.
- The majority of the linkages are established to exchange information; facilitate informal or occasionally formal referral agreements; or to share staff, facilities, training, or equipment.

Staffing

- More than two-thirds report that the school district or state department of education has licensure, certification, or training requirements for program staff.
- Thirty-eight percent have one or more volunteer staff members.

Funding

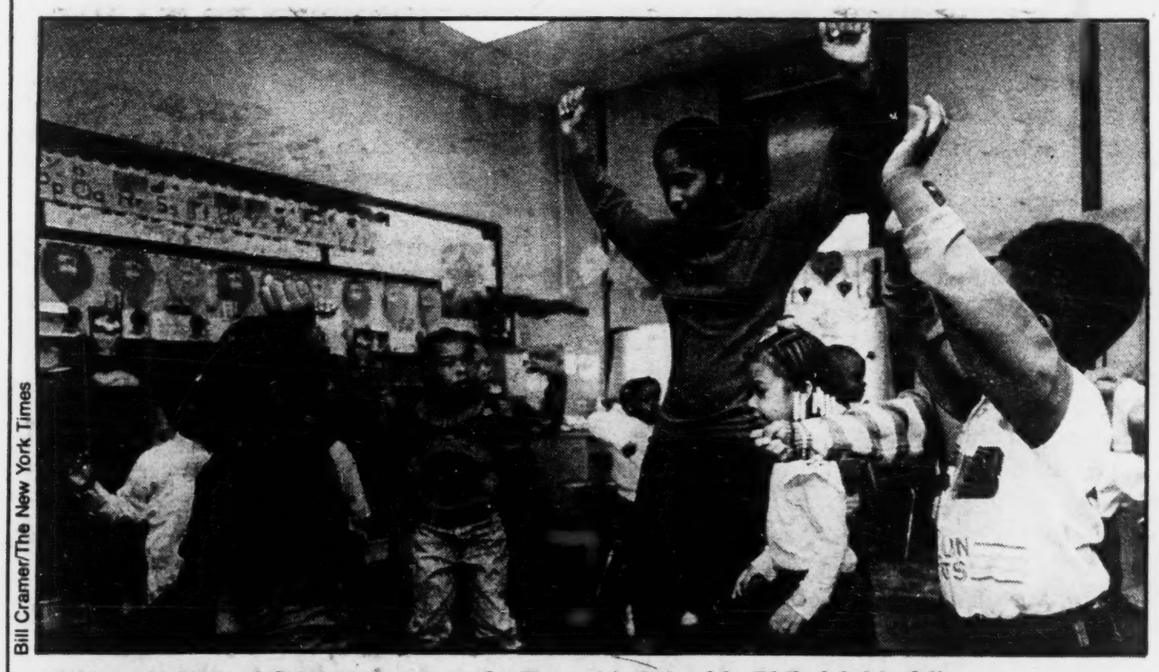
- The median program budget is $75,000.
- Half the programs receive 50 percent or more of their funding from the state and federal governments. Examples of state funding sources include prekindergarten and dropout-prevention programs; federal sources include Chapter 1, Chapter 2, the Carl Perkins Act, special-education programs, and the Bilingual Education Act.
- Slightly more than a quarter of the programs receive 50 percent or more of their funding from the local school district or another local source.
- More than a third do not report having any local funding.
- The majority of programs report receiving in-kind support (space, equipment, materials, direct service to program participants, and consultation for staff development) from the school system and other community agencies.

Participant Characteristics

- More than a third serve 50 percent or more families with incomes below $10,000.
- More than a third serve 25 percent or more minority families.
- Close to a third serve 50 percent or more single parents.

Advisory Boards

- Three-quarters of the programs have their own advisory group or board, and, of these, 75 percent report that at least one participating parent serves.
- Two-thirds of the programs with advisory groups or boards include representatives of the community or other agencies.



Bill Cramer/The New York Times

Children in a Head Start program at the Reynolds School in Philadelphia follow Nannette Wright, a parent volunteer, in a dance to help them learn parts of the body.

Parent Education Embraced as Strategy To Combat a Variety of Social Ills

Continued from Page 14

mative years in child-care settings, some parenting programs are also including child-care workers in the training.

Interdepartmental Appeal

Parenting education is also being embraced as part of a broader strategy to combat a range of social problems that affect family well-being. For example:

- Believing its benefits could help children better cope with the frustrations that lead to drug abuse, Gov. Edward DiPrete of Rhode Island has proposed replicating a successful parenting program using funds from an omnibus drug bill.
- A drug-abuse-prevention bill recently passed in Minnesota includes $450,000 for 10 demonstration sites to expand the state's Early Childhood Family Education program, a pioneering statewide effort now serving 165,000 parents and preschool children, into grades K-3.
- In Texas, a citizens' group involved in prevention programs related to children's mental health has led efforts to replicate Missouri's Parents as Teachers program at 15 pilot sites.
- The nonprofit Child Abuse Prevention Council in Kansas led the way in piloting several "parents as teachers" programs before the legislature approved funds for a state program under the education department.

"This is just one of those programs that please everyone—it cuts across departmental lines," says Donna Buchholz, the council's Parents as Teachers supervisor.

Lois Engstrom, the supervisor of Minnesota's family-education program, which was first piloted in 1974 and which has been offered statewide since 1985, says such efforts also draw praise from health- and human-services professionals.

"Pediatricians keep telling us that a lot of questions parents ask them are not really medical," but parenting queries, Ms. Engstrom says. "They're very supportive because it frees up their time."

At the same time, she says, "human-services people talk about families they see who just don't know how," despite their desire, to nurture their children's learning.

In some states, social-service agencies have taken the lead in offering parents such support.

The Maryland Department of Human Resources and the Connecticut Department of Children and Youth Services, for example, have launched community-based drop-in centers that, among other goals, work with adolescent parents to assure the healthy growth and development of their children.

Much of the current interest in parent education, says Bernice Weissbourd, president of the Family Focus program in Chicago, can be traced to the "family support" movement, which promotes community-based, prevention-oriented programs that offer a range of education and support services to strengthen families.

Such efforts, which began emerging in the 1970's, blend parent education with elements of "Head Start, self-help, and the settlement house" philosophies, says Ms. Weissbourd, who is also president of the Family Resource Coalition, a national network of more than 2,000 people and groups.

Federal and Private Support

The parent-education movement has gained some of its momentum as the result of several federal statutes that feature efforts to involve and support parents of young children.

Parental roles are outlined in P.L. 99-457, the law extending special-education services to children up to age 5; laws governing the Head Start and Chapter 1 compensatory-education programs; and the Family Support Act.

The Comprehensive Child Development Act and the Even Start Act offer funds for programs combining such services as adult education, parenting training, and early-childhood education. And a bill introduced recently by Senator Christopher S. Bond of Missouri would help states launch or expand "parents as teachers" programs.

The movement has also gained currency through the work of a variety of education groups.

For the past several years, early-childhood and family education has been a key focus of the Council of Chief State School Officers, which has published detailed profiles on related state activity.

The American Association of School Administrators also published a pamphlet on parenting skills last year.

And the issue is on the agenda of a consortium of advocacy groups, headed by the Child Welfare League of America and the Children's Defense Fund, that is drafting model legislation to offer a "continuum" of child-welfare services for children and parents.

Recognizing a link between early-childhood education and the quality of the future labor force, businesses, too, are assuming a role in financing parent education.

The Beethoven Project, a broad array of parental-support, child-development, and health services launched at Chicago's Robert Taylor Homes in 1987, was the brainchild of the businessman Irving B. Harris.

More recently, the telecommunications firm U.S. West announced a $10-million grant program for child-development programs based on Missouri's Parents as Teachers program, and the Honeywell Corporation has teamed with the Albuquerque schools to launch a similar program for its employees.

Businesses have also donated funds to help supplement initiatives launched by communities or nonprofit groups.

Ronald McDonald Children's Charities provided the Kansas Child Abuse Prevention Council with the funds for a parent-education program, for example, and Scott Paper Company has donated more than $12,000 to help Alabama communities match a grant for parenting programs from the state's Children's Trust Fund.

'Trying To Meet The Crisis of Families'

The sense of isolation faced by many parents has increased the demand for formalized parenting programs, experts say.

"In the old days," when the population was less mobile, notes Ms. Zoretich of the Canton schools, "people had support systems: families, communities, people who knew each other" and could exchange childrearing lore.

Projects that blend professional guidance with informal exchanges among parents are attempting to "reconstruct" the extended-family network, Mr. Zigler notes. "Home visitors are like the grand-

mothers and aunts of bygone years."

Despite technological advances that have eased the "convenience" of childrearing, Ms. Provence maintains, "there has never been a time when childrearing is more difficult."

Fewer supports from family members and greater demands from the workplace, she contends, have put families under increasing stress.

"I think we're all trying to meet the crisis of families who are under too much stress and trying to do something about it," says T. Berry Brazelton, the clinical professor emeritus of pediatrics at Harvard University Medical School who has written extensively on parenting issues.

For growing numbers of single parents or full-time working mothers, Ms. Honig of Syracuse University says, there may be scant time or energy to "cuddle and smooch and dance and sing, give the baby a leisurely bath, eat together cuddled on the couch."

And many parents, she adds, are simply uninformed about techniques to stimulate learning.

Parenting programs, Ms. Honig says, can help people understand "the relationship you must make with the baby that will make that baby a good learner later on."

Successful programs, she says, stress the importance of "talking and singing to babies, holding them and stroking them, being interested in their sounds, responding to their coos."

Making Parents Observers

A key goal of parent education is to offer advice on how parents can respond and pose questions, share books and playthings, and tap everyday experiences and objects to stimulate children's learning.

"We're helping a parent take advantage of all the moments in everyday routines where they can teach the child," says Sue Treffeisen, the training coordinator for the Parents as Teachers National Center in Missouri.

Such programs also guide parents on "how to prepare the [home] environment so it fits the development of the child and encourages that development," adds Hannecristl Fruhauf, the center's dissemination coordinator.

A key function of such programs, she adds, is "to make parents good observers of their child."

"One of the basic assumptions we have in working with families," Ms. Treffeison says, "is that parents want to be good parents."

Those who fail to foster learning—or even resort to abusive behavior—may be lacking in self-esteem, unable to communicate effectively, or simply unfamiliar with normal developmental patterns, Ms. Zoretich notes.

By teaching them what to expect at various stages of development, she and others contend, parenting programs can help families set more realistic expectations.

"We see this as a program that enables parents to relate to youngsters at the appropriate developmental level," affirms Mr. Patterson of the East Providence schools.

Such knowledge can help prevent potential abuse that may spring from "misinterpreting a child's behavior as a discipline problem," Ms. Zoretich adds.

While most programs have placed a high priority on serving low-income and disadvantaged families, many have extended access to families of all socioeconomic levels.

Besides offering parents of diverse backgrounds the benefit of sharing common childrearing problems, such an approach also "makes it much more attractive to families that otherwise would be targeted" through welfare-related programs, Ms. Engstrom of Minnesota says.

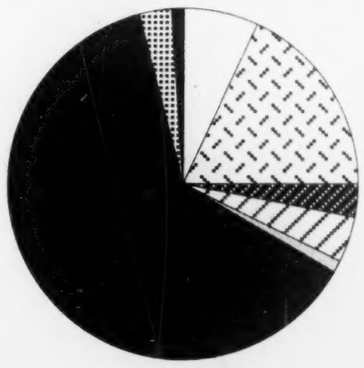
"It's a much better learning environment than knowing you are being stereotyped or labeled," she adds.

Minnesota Early Childhood Family Education program

Gov. Rudy Perpich visits with parents participating in Minnesota's Early Childhood Family Education program, a parenting program administered through the schools.

Who Parents Turn To First for Help

As a parent, who do you look to for help in raising your children the way you want to? If you had to choose one, who would you turn to most for help?



Source: The Philip Morris Family Survey, Louis Harris Associates, 1987

Beyond Parent-Child Interaction

In addition to educating families on child development, such programs can contribute to the early detection of health and learning problems by offering various screening and referral services.

While some school-based parenting programs initially focused primarily on cognitive skills, Ms. Weissbourd of the Family Resource Coalition says, they "have begun to expand just because staff and parents have recognized the need to deal with other issues."

To have a broader impact, such programs must venture "beyond the immediate parent-child interaction" and offer other forms of support, says Wilma Wells, the coordinator of one of four Parents as Teachers centers in the St. Louis schools.

While not equipped to handle every crisis, she says, parent educators can make referrals and help families negotiate the "maze" of bureaucratic hurdles to seek such services as speech therapy, counseling, medical help—even food and shelter.

Large-scale parenting programs are more likely to succeed if they build on and tap the "spontaneity and creativity" of community programs, Ms. Weissbourd maintains.

Such collaboration has been critical to the success of Minnesota's family-education program, says Ms. Engstrom, who notes that the program operates in such diverse sites as housing projects, hospitals, laundry rooms, and storefront centers, as well as in Head Start classes and schools.

To have a lasting impact, Ms. Weissbourd adds, parenting programs must "be not only focused on children's development, but on parents' development as well"—through education, training, counseling, and employment programs.

"The evidence is really clear that parent education alone does not provide the changes in behavior that are necessary, particularly in communities where there are other stresses," she says. "Information on the child is not enough to motivate changes in childrearing patterns."

"The more things you attack in one program, the better your success rate is going to be," adds Janet M. Blumenthal, the director of a follow-up study on the federal "Parent Child Development Centers," an extensive parenting program established in 1971 as a spinoff of Head Start.

"To the extent that these programs don't do just parent education, but really help parents get some training or better job situations, it might help change the whole family's living circumstances," says Ms. Blumenthal, who is also an adjunct assistant professor of early-childhood education at Georgia State University. "Then you're going to really see some substantial changes for kids."

Given the growing support for parent education, some observers fear that parenting programs will be embraced as a "quick fix" or as a substitute for more substantial efforts.

"One of the dangers is that you oversell these programs as a solution to society's problems," says Alison Clarke-Stewart, a developmental psychologist and professor of social ecology at the University of California at Irvine. "Then you're bound to be disappointed."

Parent education is not, she warns, "a substitute for other kinds of programs" or a "cheap way to provide preschool education."

Building School-Parent Bonds

An underlying premise of parent education is that it will build stronger bonds between schools and parents.

The theory, explains Heather B. Weiss, the director of the Harvard Family Research Project, is that those "who understand the school system better and don't view it as an antagonist" will become more active partners in school reform.

"We're casting families in a different role," says Mildred M. Winter, director of the Parents as Teachers National Center in Missouri.

In the past, she says, "parents would come to school to bring the cookies or mix the paint. Now we acknowledge how important they are in laying the foundation."

Adds Mr. Baker of the Missouri education department: Those "whose only experience with schools was their own 20 years ago tend not to be very discriminating in their expectations."

Parents as Teachers participants, in contrast, "know the difference between motor skills and cognitive skills," he says, and are "at least more likely to seek answers to questions others may never raise."

The program "establishes in the minds of the parents their importance" in educational decisions and gives them an incentive to cooperate and offer schools ideas, says Thomas Keating, the superintendent of the Kirkwood, Mo., schools.

"It also forces the schools to recognize that here are people who have been involved on a partnership basis with their children's education for the last five years," he observes. "You can't just greet them at the door and say, 'Hi, honey, we'll see you later.' "

Also, Ms. Weiss says, graduates of parent-education programs are more apt to become politically involved—by running for school board or lobbying for school reform—and may become more demanding.

While the "negative scenario is that parents will start knocking the doors down," she says, shrewd administrators will ask, "how am I going to use that [energy] to change my system?"

Mr. Keating says he views that scenario as a challenge.

"The more parents demand of the school," he says, "the better the relationship will be."

Responsive Across Grades

But school systems bear a responsibility to nurture that relationship throughout a child's schooling, experts emphasize.

"Very often," says Joyce Epstein, the director of the effective-middle-grades project at the Johns Hopkins University Center for Research on Elementary and Middle Schools, "people get confused between parent education and parent in-

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Research Thin on Impact of Parenting Programs

Continued from Page 17

volvement in the comprehensive sense."

Advocates are "pushing for people to see these not as add-on programs, but in terms of the larger education system," Ms. Weiss explains.

But Ms. Epstein worries that many programs focus on the "dynamics of family life" without exploring how it relates to schooling.

To be truly effective, she says, such efforts must transmit skills to help parents "be responsive to their children across the grades."

"It's the rare program that's trying to be in some sense cumulative—that tries to help the family grow along with the children," Ms. Epstein argues.

To have an impact beyond the preschool years, she adds, programs "would have to make stronger connections with schooling and with the child as a student. That's the kind of continuing education parents want and need and often do not have access to."

Ms. Honig and Mr. Zigler also stress the need to offer courses in high school to help educate teenagers about parenting responsibilities.

While early-childhood programs are critical first steps, "it doesn't make sense to think that parent education and preschool education can do it all," Ms. Blumenthal of Georgia State University says. "What can you tell a mother of a 5-year-old to do to keep her child from becoming a pregnant teen at age 14?"

Parenting Programs Face Lingering Challenges

Despite a growing base of support, parenting programs have had to surmount a number of challenges, including those from conservative groups and parents who say such efforts constitute undue government meddling in family matters.

In Missouri, for example, members of the conservative Eagle Forum testified against Parents as Teachers legislation, calling it an effort to control children's minds.

And in Indiana, a group called Citizens Concerned for the Constitution swayed lawmakers to reword an education-reform bill to clarify that participation in parenting programs would be voluntary.

Eric Miller, the group's executive director, argues that programs for parents and infants are an "inappropriate use of the public schools," which he says "have difficulty now with children from 5 through 18."

Some observers also fear parent education could inadvertently increase pressure on young children to acquire formal skills before they are ready.

Barbara F. Schreiber, a Canton, Ohio, school board member generally supportive of parent education, says she nevertheless fears it could exacerbate the trend toward more rigorous academic programs at earlier and earlier ages.

"There is something to be said for supplementing early-childhood experiences," she offers, "but that doesn't mean [schools and parents] need to start in educating children in a very formal way."

'Going on a Promise'

Potentially more ominous, however, are claims that research documenting the effectiveness of parent education is inconclusive.

"There is very little research on the true impact of these programs on parent behavior, and even less on children's outcomes," according to Ms. Epstein.

Such outcomes, she adds, are "rarely measured and, if measured, rarely measured well."

"At this point, we're going on a promise," Ms. Weiss observes.

"There is an assumption that if you change the parents' behavior, that helps the child," Ms. Clarke-Stewart says. "But in fact, people haven't separated that from any kind of direct change in a child's behavior."

Research from the 13-year Harvard University Preschool Project directed by Mr. White showed that the language base, curiosity, social skills, and cognitive intelligence a child develops by age 3 set a critical course for future learning.

And longitudinal data from several projects launched in the 1960's have highlighted positive benefits of intensive preschool and parent-support programs for low-income families, including lower rates of school failure, grade retention, remedial placement, and juvenile delinquency; improvements in parents' attitudes and educational accomplishments; and, in some cases, reduced welfare dependency.

But it is difficult to separate the effect of home visits and other parenting activities from other project components, experts say.

Because its parenting component was not evaluated separately, for example, "there is no way to distinguish one source from the other source" of success in the Perry Preschool Project in Ypsilanti, Mich., says Lawrence J. Schweinhart, the chairman of the High/Scope Educational Research Foundation's research division.

In another successful project launched by Ms. Provence that brought medical care, day care, home visits, and other services to inner-city New Haven families, "it is not possible to know which was most helpful—and it may not be the same for everybody," she concedes.

'A Good Experience Every Year'

Ironically, Ms. Honig notes, one of the best arguments for parent education may be studies showing that the initial gains of children in early-education programs without parenting components were more likely to fade by the early grades.

In a 1974 analysis of seven early-education programs launched in the 1960's, the Cornell University scholar Urie Bronfenbrenner found that, "without family involvement, intervention is likely to be unsuccessful, and what few effects are achieved are likely to disappear once the intervention is discontinued."

Data from some of the more comprehensive efforts, such as the Family Development Research Program in Syracuse, show "how really powerfully important the total program is," says Ms. Honig, program director of the five-year program of developmental day care, home visits, and health benefits.

"If a program aspires to have the long-term effects found in the Perry Preschool program," Mr. Schweinhart adds, "it is reasonable that it should have some kind of classroom component and some kind of frequent home contacts."

Ms. Clarke-Stewart also contends that the effectiveness of parent training varies widely among parents—and that its impact may not be greatest on those with the most to gain.

Data indicating that some of the gains exhibited at age 3 by children enrolled in

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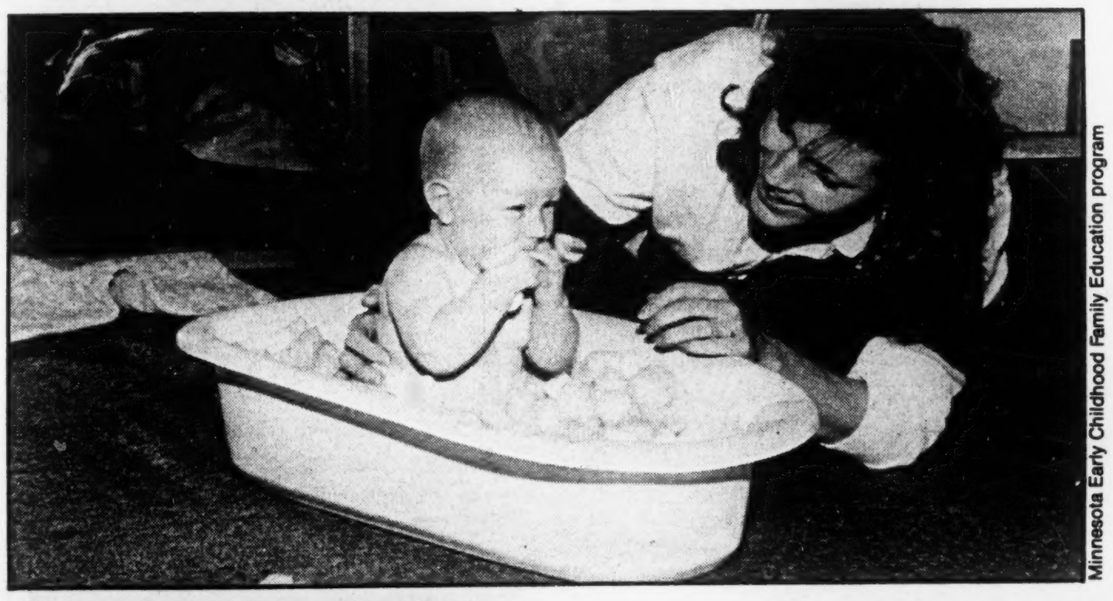


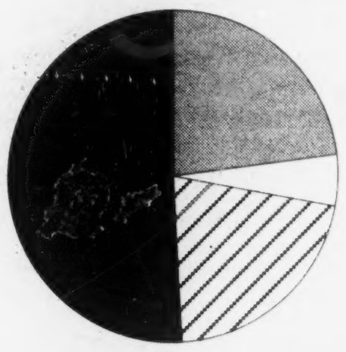
Minnesota Early Childhood Family Education program

Gary Bohn

Minnesota's family-education program includes activities designed to stimulate a child's learning, top. In Missouri, above, home visits are an integral part of the state's parent-education program.

Parental Responsibilities

How often have you felt overwhelmed by your responsibilities as a parent?



Source: Better Homes and Gardens Magazine, 1986

Parent education is not a substitute for other kinds of programs or a cheap way to provide preschool education.

–Alison Clarke-Stewart

There may be scant time or energy to cuddle and smooch and dance and sing.

–Alice Sterling Honig

It's the rare program that's trying to be . . . cumulative—that tries to help the family grow along with the children.

–Joyce Epstein

Parent education establishes in the minds of the parents their importance in educational decisions.

–Thomas Keating

Continued from Page 19

the Parent Child Development Centers had eroded 10 to 16 years later left researchers with "a feeling that we simply were not able to inoculate them against the rest of life," Ms. Blumenthal observes.

The staff of Chicago's Beethoven Project has also noted the dangers of setting unrealistic timetables for success in communities in severe distress. *(See Education Week, Feb. 1, 1989.)*

"At some point," Ms. Blumenthal notes, "we have to grapple with the fact that a child's experience has to be a good experience every year."

Parenting programs "present the hope of kids arriving at school where they need to be," she adds. "I don't think we can ask for anything more."

Unrealistic Standard?

Parent-education advocates argue, however, that the early cognitive gains exhibited by project participants are promising—and that lasting effects on attitudes and behaviors may be more difficult to quantify.

Ms. Winter of the Parents as Teachers center contends that critics have imposed on parenting programs "unrealistic demands" not applied to other education programs.

"Why is it we hang on early-childhood programs the responsibility to show that the money spent is going to have an eternal effect?" she asks. "We hope to get parents involved and knowledgeable about children's learning, with the goal of having a lasting effect."

But, she says, "there are other factors that impact on how kids turn out."

Researchers involved in the early studies "fell into a trap," she argues, by setting out to prove parenting programs would raise children's I.Q. In the process, she contends, they underrated the value of personal and social gains.

Ms. Provence says Head Start research has shown "that issues of social and emotional development and attitudes are favorably influenced by such programs, and it would be a great mistake to use academic achievement or test scores alone as an indicator of success."

"The big issue to me is not whether there are long-term effects, but what is mediating those effects," Mr. Zigler says.

The aim of parent training should be "to promote the total development of a child and give him a good start in life on all fronts," Ms. Winter argues. "Measuring I.Q. is just a small part of it."

"We should not be holding this arena up to a standard no one else is meeting," adds Ms. Weiss, who notes that school-based management and other school-reform trends currently being pursued have not been put to an empirical test.

Successes Cited

Backers also maintain that abundant anecdotal evidence from parents and educators shows that parent education pays off, and they point to data emerging from more recent efforts.

In a 1985 follow-up study of the pilot phase of Missouri's Parents as Teachers program, 3-year-olds enrolled in the program were significantly ahead of a control group in language, intellectual, and social skills, and their parents were more knowledgeable about childrearing issues.

In a second phase of the study, completed in 1989, participating children scored significantly higher than their classmates on standardized reading and math tests at the end of the 1st grade. Teachers also rated them higher in reading, math, language arts, social development, work habits, and physical fitness.

The teachers also reported that significantly more parents participating in the program sought parent-teacher conferences and took part in school activities.

A 1983 evaluation of the Canton, Ohio, Parent-Child Education Program that Ms. Zoretich coordinates, meanwhile, has produced evidence of long-term cognitive gains for project participants. *(See story on page 18.)*

The study, which examined the progress of 100 kindergarten to 10th-grade children who participated in the program beginning in 1972, showed that project children scored above city and national averages on standardized tests every year.

In addition, one-fourth of their parents pursued further schooling or job training, and many reported improved communications skills, discipline methods, and nutritional practices.

The "two-generational aspect" of such programs can be a "catalyst" for positive changes in a mother's life, Ms. Weiss notes.

In addition to praising the comprehensive services Head Start offers children, parents are "enthusiastic about how Head Start helped them to get more education or a job," notes Sherri Oden, the research project director for the High/Scope Educational Research Foundation, which provided technical aid for a recent study designed by Head Start directors. *(See Education Week, April 25, 1990.)*

But "what is particularly compelling," she says, is that participants "do make changes as a family," not only in their approach to education, but in such aspects of parenting as preparing nutritious meals and scheduling regular medical checkups.

Parents who participated in Kentucky's Parent and Child Education program—which teaches parents and young children simultaneously in a public-school setting—showed increased literacy rates and improved educational expectations for their children.

Six states are replicating the program, which offers adult and early-childhood education as well as training in parenting and guided parent-child interaction.

PACE has had more success than most adult-education programs in keeping parents in school because they "like what it does for their children," says Jeanne M. Heberle, who coordinates the program for the Kentucky Department of Education.

The benefits of such programs can also extend to children's siblings.

Arkansas's Home Instructional Program for Preschool Youngsters, a program developed in Israel that trains community members to work with the parents of disadvantaged 4- and 5-year-olds at home, is one example.

Some formerly reticent parents will "now go in and talk to teachers" when an older child needs help, says Ann W. Kamps, Gov. Bill Clinton's assistant for early-childhood programs. "We've seen remarkable turnarounds."

Ms. Zoretich notes that parents who have been involved in such efforts are also likely to share their knowledge with friends or organize similar efforts when they move to other communities.

"You take these seeds with you wherever you go and use them in some way," she says.

Observes Ms. Weiss: "Part of the reason for arguing for more family-oriented approaches doesn't have to do with data—it has to do with values. In the uppermost policy levels, people are reaching a consensus that the role of the family is critical in human development, and we have to strengthen and reinforce that role." ■

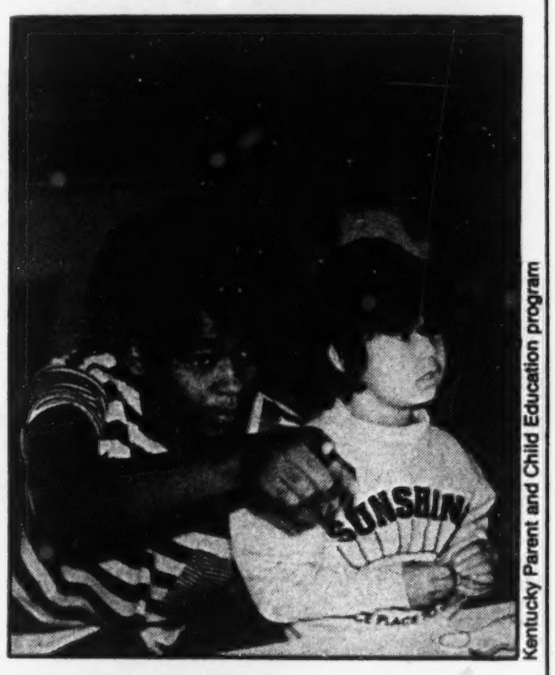
This special series on parental involvement in education is being underwritten by the John D. and Catherine T. MacArthur Foundation.

The Job Of Being a Parent

Do you agree or disagree with the following statements?

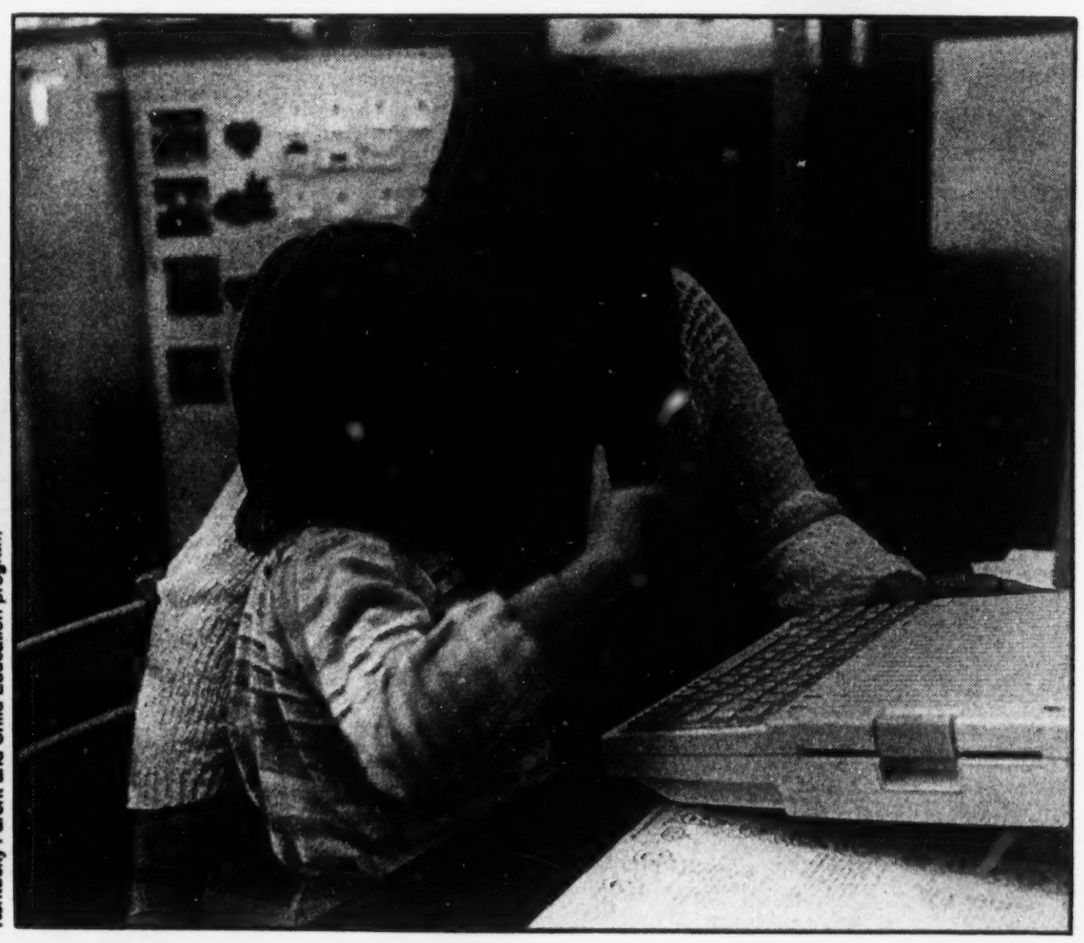
	%
Parents don't spend enough time with their children.	
Agree	76
Disagree	19
No opinion	4
Did not answer	1
It is much harder to be a parent today.	
Agree	75
Disagree	20
No opinion	4
Did not answer	1
Parents today shirk their responsibilities.	
Agree	50
Disagree	39
No opinion	9
Did not answer	2
Today's parents are doing a clearly superior job of parenting.	
Agree	13
Disagree	74
No opinion	11
Did not answer	2

Source: *Better Homes and Gardens* Magazine, 1986



Kentucky Parent and Child Education program

Parents who have participated in Kentucky's Parent and Child Education program—which teaches parents and young children simultaneously in a public-school setting—have shown increased literacy rates and improved educational expectations for their children.



Kentucky Parent and Child Education program

NOTE: For footnotes and source information, see pages 30 and 31.

STATE EDUCATION PERFORMANCE CHART, 1982 and 1989

STATE	RANK [2]	STUDENT PERFORMANCE: ACT STATES [1] (28 STATES) — 1989 SCORE [3]	PERCENT OF HIGH SCHOOL GRADUATES TAKING TEST (EST.) [4] 1989	PERCENT OF TOTAL SCORING 26 AND ABOVE [5] 1989	1982 SCORE	PERCENT OF HIGH SCHOOL GRADUATES TAKING TEST (EST.) [6] 1982	SCORE CHANGE 1982–1989
		(1)	(2)	(3)	(4)	(5)	(6)
ALABAMA	NUMBER	17.9	53.4	11.3	17.2	55.3	+ 0.7
	(RANK)	(19)T	(22)	(21)	(26)	(13)	(2)T
ALASKA	NUMBER	17.9	36.4	15.2	18.7	31.5	- 0.8
	(RANK)	(19)T [21]	(27)	(10)	(12)T	(27)	(26)
ARIZONA	NUMBER	19.0	35.7	13.6	18.7	41.2	+ 0.3
	(RANK)	(12)T	(26)	(10)T	(12)T	(25)	(6)T
ARKANSAS	NUMBER	17.6	58.6	8.9	17.7	56.3	- 0.1
	(RANK)	(25)	(14)	(*)	(28)	(11)T	(22)T
CALIFORNIA	NUMBER	—	—	—	—	—	—
	(RANK)	—	—	—	—	—	—
COLORADO	NUMBER	19.6	58.7	17.1	19.6	66.8	0.0
	(RANK)	(5)T	(13)	(3)T	(5)	(5)	(20)T
CONNECTICUT	NUMBER	—	—	—	—	—	—
	(RANK)	—	—	—	—	—	—
DELAWARE	NUMBER	—	—	—	—	—	—
	(RANK)	—	—	—	—	—	—
DIST. OF COLUMBIA	NUMBER	—	—	—	—	—	—
	(RANK)	—	—	—	—	—	—
FLORIDA	NUMBER	—	—	—	—	—	—
	(RANK)	—	—	—	—	—	—
GEORGIA	NUMBER	—	—	—	—	—	—
	(RANK)	—	—	—	—	—	—
HAWAII	NUMBER	—	—	—	—	—	—
	(RANK)	—	—	—	—	—	—
IDAHO	NUMBER	19.1	57.5	14.7	18.9	55.2	+ 0.2
	(RANK)	(9)T	(16)	(14)	(10)T	(14)	(13)T
ILLINOIS	NUMBER	18.8	61.3	15.9	18.6	67.4	+ 0.2
	(RANK)	(16)	(8)	(8)T	(16)	(4)	(13)T
INDIANA	NUMBER	—	—	—	—	—	—
	(RANK)	—	—	—	—	—	—
IOWA	NUMBER	20.1	60.0	17.8	20.3	54.5	- 0.2
	(RANK)	(1)T	(10)	(1)	(2)	(15)	(24)
KANSAS	NUMBER	19.1	66.2	15.9	18.9	60.8	+ 0.2
	(RANK)	(9)T	(4)	(7)	(10)T	(9)	(13)T
KENTUCKY	NUMBER	17.8	58.2	11.0	17.5	53.7	- 0.3
	(RANK)	(22)T	(15)	(22)T	(23)T	(16)	(8)T
LOUISIANA	NUMBER	17.1	62.3	9.0	16.7	68.8	- 0.4
	(RANK)	(27)	(7)	(27)	(27)	(3)	(5)T
MAINE	NUMBER	—	—	—	—	—	—
	(RANK)	—	—	—	—	—	—
MARYLAND	NUMBER	—	—	—	—	—	—
	(RANK)	—	—	—	—	—	—
MASSACHUSETTS	NUMBER	—	—	—	—	—	—
	(RANK)	—	—	—	—	—	—
MICHIGAN	NUMBER	18.6	57.0	13.6	18.7	51.4	- 0.1
	(RANK)	(18)	(18)	(10)T	(12)T	(18)T	(22)T
MINNESOTA	NUMBER	19.7	46.4	16.2	20.2	25.9	- 0.5
	(RANK)	(4)	(25)	(6)	(3)	(28)	(27)
MISSISSIPPI	NUMBER	15.9	63.6	8.7	15.5	74.4	+ 0.4
	(RANK)	(29)	(6)	(23)	(29)	(1)	(5)T
MISSOURI	NUMBER	19.0	59.8	14.9	18.7	45.3	+ 0.3
	(RANK)	(12)T	(11)T	(12)	(12)T	(23)	(8)T
MONTANA	NUMBER	19.8	53.8	17.1	19.5	49.5	+ 0.3
	(RANK)	(3)	(20)	(3)T	(6)	(20)	(8)T
NEBRASKA	NUMBER	19.6	68.5	16.6	19.9	73.0	- 0.3
	(RANK)	(5)T	(1)	(5)	(4)	(2)	(25)T
NEVADA	NUMBER	19.0	41.6	14.1	18.3	44.5	+ 0.7
	(RANK)	(12)T	(26)	(16)	(18)	(24)	(2)T
NEW HAMPSHIRE	NUMBER	—	—	—	—	—	—
	(RANK)	—	—	—	—	—	—
NEW JERSEY	NUMBER	—	—	—	—	—	—
	(RANK)	—	—	—	—	—	—
NEW MEXICO	NUMBER	17.8	54.5	13.1	17.6	56.5	+ 0.2
	(RANK)	(22)T	(19)	(20)	(23)T	(10)	(13)T
NEW YORK	NUMBER	—	—	—	—	—	—
	(RANK)	—	—	—	—	—	—
NORTH CAROLINA	NUMBER	—	—	—	—	—	—
	(RANK)	—	—	—	—	—	—
NORTH DAKOTA	NUMBER	18.7	66.0	13.7	17.8	64.5	+ 0.9
	(RANK)	(17)	(5)	(17)	(19)	(7)	(1)
OHIO	NUMBER	19.1	52.2	14.8	19.0	49.2	+ 0.1
	(RANK)	(9)T	(23)	(13)	(9)	(21)	(18)T
OKLAHOMA	NUMBER	17.7	57.2	10.7	17.6	51.4	- 0.1
	(RANK)	(24)	(17)	(24)	(21)T	(18)T	(18)T
OREGON	NUMBER	—	—	—	—	—	—
	(RANK)	—	—	—	—	—	—
PENNSYLVANIA	NUMBER	—	—	—	—	—	—
	(RANK)	—	—	—	—	—	—
RHODE ISLAND	NUMBER	—	—	—	—	—	—
	(RANK)	—	—	—	—	—	—
SOUTH CAROLINA	NUMBER	—	—	—	—	—	—
	(RANK)	—	—	—	—	—	—
SOUTH DAKOTA	NUMBER	19.4	66.3	14.5	19.1	61.7	+ 0.3
	(RANK)	(7)T	(3)	(15)	(8)	(8)	(6)T
TENNESSEE	NUMBER	17.9	61.0	11.0	17.5	56.3	+ 0.4
	(RANK)	(19)T	(9)	(22)T	(23)T	(11)T	(5)T
TEXAS	NUMBER	—	—	—	—	—	—
	(RANK)	—	—	—	—	—	—
UTAH	NUMBER	18.9	67.1	15.8	18.4	66.4	+ 0.5
	(RANK)	(15)T	(2)	(11)	(17)	(6)	(4)
VERMONT	NUMBER	—	—	—	—	—	—
	(RANK)	—	—	—	—	—	—
VIRGINIA	NUMBER	—	—	—	—	—	—
	(RANK)	—	—	—	—	—	—
WASHINGTON	NUMBER	— [22]	—	—	— [22]	—	—
	(RANK)	—	—	—	—	—	—
WEST VIRGINIA	NUMBER	17.4	52.1	9.1	17.4	48.5	0.0
	(RANK)	(26)	(24)	(26)	(25)	(22)	(20)T
WISCONSIN	NUMBER	20.1	53.5	17.7	20.4	32.0	0.3
	(RANK)	(1)T	(21)	(2)	(1)	(26)	(25)T
WYOMING	NUMBER	19.4	59.8	15.8	19.2	52.2	+ 0.2
	(RANK)	(7)T	(11)T	(8)T	(7)	(17)	(13)T
U.S. AVERAGE	NUMBER	18.6	—	13.9	18.4	—	+ 0.2

STUDENT PERFORMANCE: SAT STATES [1] (22 STATES) — 1989 SCORE	PERCENT OF HIGH SCHOOL GRADUATES TAKING TEST (EST.) [4] 1989	PERCENT OF TOTAL SCORING 600 OR ABOVE ON EITHER VERBAL/MATH [7] 1989	1982 SCORE	PERCENT OF HIGH SCHOOL GRADUATES TAKING TEST (EST.) [6] 1982	SCORE CHANGE 1982–1989
(7)	(8)	(9)	(10)	(11)	(12)
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
906	42.1	7.4/19.3	899	38.4	+ 7
(5)	(22)	(6)	(4)	(28)	(15)T
—	—	—	—	—	—
—	—	—	—	—	—
908	70.3	9.2/17.8	896	69.1	+ 12
(4)	(2)	(5)	(6)T	(1)	(11)
903	65.0	8.4/16.7	897	53.4	+ 5
(6)	(5)	(11)	(5)	(6)	(18)
846	55.4	13.5/18.0	821	50.4	+ 25
(20)	(16)	(1)	(21)	(11)	(3)T
887	47.5	5.8/14.0	889	37.5	- 2
(15)	(19)	(17)	(9)T	(21)	(21)
847	60.3	4.4/10.6	823	48.1	+ 24
(19)	(8)	(28)	(20)	(13)	(6)
888	58.5	5.9/13.5	857	47.2	+ 31
(14)	(10)	(10)	(10)	(16)	(2)
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
871	55.8	4.2/13.6	860	47.1	+ 71
(18)	(15)	(19)	(17)	(17)	(12)
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—
—	—	—	—	—	—

Continued from Page 29

STATE REFORMS

STATE	MINIMUM COMPETENCY TEST FOR GRADUATION[14] (29)	STATE INTERVENES IN ACADEMICALLY BANKRUPT DISTRICTS AND YEAR IMPLEMENTED[15] (30)	TEACHER OR SCHOOL INCENTIVES BASED ON STUDENT PERFORMANCE[16] (31)	ALTERNATIVE TEACHER CERTIFICATION OFFERED IN STATE[17] (32)	STATE TEST TO CERTIFY REGULAR OR PERMANENT TEACHERS[18] (33)	STATE ALLOWS PARENTS TO CHOOSE SCHOOLS[19] (34)
ALABAMA	YES	NO	NO	YES	NO	S
ALASKA	NO	NO	NO	NO	NO	S
ARIZONA	NO	NO	(Pilot)	YES	YES	OE-L, PS-L
ARKANSAS	YES	YES (1984)	NO	YES	YES	OE-C
CALIFORNIA	YES	NO	NO	YES	YES	OE-L, PD, T
COLORADO	NO	NO	NO	YES	YES	OE-L, PS-C
CONNECTICUT	NO	NO	NO	YES	IO	OE-M, PD
DELAWARE	NO	NO	NO	YES	YES	—
DIST. OF COLUMBIA	YES	NO	NO	NO	YES	PD
FLORIDA	YES	NO	YES	YES	YES	PS-L, PD
GEORGIA	YES	YES (1988)	NO	YES	IO	—
HAWAII	YES	NO	NO	NO	NO	—
IDAHO	NO	NO	NO	NO	YES	—
ILLINOIS	NO	NO	NO	NO	YES	PD, S
INDIANA	NO	NO	YES	NO	NO	S
IOWA	NO	NO	NO	NO	YES	OE-C, PS-L, TAX
KANSAS	NO	NO	NO	NO	NO	PS-L
KENTUCKY	NO	YES (1984)	NO	YES	IO	—
LOUISIANA	YES	NO	YES	YES	YES	S
MAINE	NO	NO	NO	NO	IO	PS-L
MARYLAND	YES	NO	NO	YES	NO	PD
MASSACHUSETTS	NO	NO	NO	YES	NO	OE-M, PD
MICHIGAN	NO	NO	NO	NO	NO	S
MINNESOTA	NO	NO	NO	NO	NO	OE-C, OE-L, PS-C, PD, TAX
MISSISSIPPI	YES	NO	NO	YES	IO	S
MISSOURI	NO	NO	NO	NO	NO	OE-M, PD
MONTANA	NO	NO	NO	NO	YES	—
NEBRASKA	YES	NO	NO	YES	YES	OE-C
NEVADA	NO	NO	NO	NO	YES	—
NEW HAMPSHIRE	NO	NO	NO	YES	YES	—
NEW JERSEY	NO	YES (1988)	NO	YES	YES	—
NEW MEXICO	YES	NO	NO	—	IO	S
NEW YORK	YES	NO	NO	NO	YES	PD
NORTH CAROLINA	YES	NO	NO	YES	IO	S
NORTH DAKOTA	NO	NO	NO	NO	NO	—
OHIO	NO	YES (1983)	NO	YES[26]	NO	OE-C, PS-C
OKLAHOMA	NO	NO	NO	YES	IO	PD
OREGON	YES	NO	NO	NO	IO	PS-L, T
PENNSYLVANIA	NO	NO	YES	YES	—	—
RHODE ISLAND	NO	NO	NO	NO	NO	PS-L, PD
SOUTH CAROLINA	NO	YES (1985)	YES	YES	YES	S
SOUTH DAKOTA	NO	NO	NO	NO	NO	—
TENNESSEE	YES	NO	NO	YES	IO	—
TEXAS	YES	YES (1984)	YES	YES	—	—
UTAH	NO	NO	YES	NO	NO	PS-L
VERMONT	YES	NO	NO	YES	NO	T
VIRGINIA	YES	NO	NO	YES	IO	PD, S
WASHINGTON	NO	NO	NO	NO	NO	OE-L, PS-L, T
WEST VIRGINIA	NO	YES (1989)	NO	YES	NO	—
WISCONSIN	NO	NO	NO	NO	YES	OE-M, PD
WYOMING	NO	NO	NO	YES	NO	—

FOOTNOTES

1. Each State's score is given for the test—the American College Testing program or the Scholastic Aptitude Test—taken by the most high-school students in that state.

2. Rankings are explained in the following list. A "T" designates a tie.

Column 1	From highest (1) to lowest (28) 1989 A.C.T. score
Column 2	From highest (1) to lowest (28) percentage
Column 3	From highest (1) to lowest (28) percentage
Column 4	From highest (1) to lowest (28) 1982 A.C.T. score
Column 5	From highest (1) to lowest (28) percentage
Column 6	From largest increase (1) to largest decrease (28) in scores between 1982 and 1989
Column 7	From highest (1) to lowest (22) 1989 S.A.T. score
Column 8	From highest (1) to lowest (22) percentage
Column 9	From highest (1) to lowest (22) percentage
Column 10	From highest (1) to lowest (22) 1982 S.A.T. score
Column 11	From highest (1) to lowest (22) percentage
Column 12	From largest increase (1) to largest decrease (22) in scores between 1982 and 1989
Columns 13 & 14	From highest (1) to lowest (51) graduation rate
Columns 15 & 16	From highest (1) to lowest (51) percentage
Columns 17 & 18	From highest (1) to lowest (51) percentage
Columns 19 & 20	From highest (1) to lowest (51) salary
Columns 21 & 22	From smallest (1) to largest (51) ratio
Columns 23 & 24	From highest (1) to lowest (51) expenditure
Columns 25 & 26	From highest (1) to lowest (51) expenditure rate
Columns 27 & 28	From highest (1) to lowest (51) percentage
Column 35	From highest (1) to lowest (51) income
Column 36	From highest (1) to lowest (51) percentage
Column 37	From highest (1) to lowest (51) percentage
Column 38	From highest (1) to lowest (51) percentage

3. A.C.T. scores and the percentages of graduates taking the exam may not be strictly comparable between 1989 and 1982. The 1989 scores and numbers of test takers represent data for students who took the A.C.T. exam as seniors, and for those who took the test as juniors but did not take it again when they were seniors. The 1982 scores and numbers of test takers included all test takers.

4. The 1989 estimated percentage of high-school graduates taking the A.C.T. or S.A.T. was calculated by dividing the number of 1989 A.C.T. or S.A.T. test takers by the total number of 1988 public and 1980 private high-school graduates. The number of 1989 high-school graduates was not available, nor were later data on private-school graduates.

5. The percentage of A.C.T. test takers scoring 26 and above was calculated by dividing the number of students scoring 26 and above by the total number of A.C.T. test takers.

6. The 1982 estimated percentage of high-school graduates taking the A.C.T. or S.A.T. was calculated by dividing the number of 1982 A.C.T. or S.A.T. test takers by the number of 1982 public and 1980 private high-school graduates.

7. The percentage of S.A.T. test takers scoring 600 or above on the verbal or math test components was calculated as a percentage of all test takers scoring 600 or above on either component. Data showing those scoring 600 or more on both test components are not available. The ranking is based on the sum of the percentages of the verbal and math test takers scoring 600 or above on either exam.

8. Graduation rates are for public schools only because recent data on private high-school graduates are not available by state. The adjusted graduation rate is calculated by dividing the number of public high-school graduates by the public 9th-grade enrollment four years earlier. Ninth-grade enrollments include a prorated portion of the secondary-school students who are unclassified by grade. Graduation rates are also corrected for interstate population migration. Information on the number of persons of graduating age receiving G.E.D.S is not currently available.

9. The percentage of public high-school graduates scoring 3 or above on the Advanced Placement exam was calculated by dividing the number of 1989 public-school exam takers scoring 3 and above on the A.P. exam by the number of 1988 public high-school graduates. The number of 1989 high-school graduates was not available. The percentage of public A.P. candidates scoring 3 or above was not reported for 1982 because data for only public-school exam takers were not available for that year. The percentage of 1988 high-school graduates scoring 3 and above was calculated by dividing the number of 1988 public-school exam takers scoring 3 and above on the A.P. exam by the number of 1987 public high-school graduates.

10. The percentage of total schools with A.P. programs was calculated by dividing the number of schools with A.P. programs by the total number of schools.

11. Average salaries are reported annually for public-school teachers.

12. The pupil/teacher ratio is the number of public elementary and secondary students divided by the number of public elementary and secondary full-time equivalent teachers.

13. Expenditures for classroom teachers as a percentage of total current expenditures were calculated by multiplying the number of classroom teachers by average teacher salaries and dividing the resulting figure by total current expenditures.

14. States classifed as having mandated minimum competency testing for graduation include those where either the state or local school districts have set standards.

15. States classified under this category have policies to intervene in school districts where students are performing below levels specified by the state.

16. States classified as having student performance-based programs include those that have implemented programs, funded pilot or local programs, or established mechanisms for such programs as of December 1989.

17. States classified as offering alternative teacher certification have programs to attract qualified candidates into teaching by modifying traditional teacher-training requirements. A dash indicates no response.

18. This column indicates whether an examination is required for regular or permanent teacher certification in each state. IO indicates that in-class observation only is required for teacher certification. A dash indicates no response.

19. The Parental Choice indicator shows which states as of December 31, 1989, allow parents options in where they educate their children. Several types of options are included:
Open Enrollment Comprehensive (OE-C). Parents are able to send their children to public schools outside of their resident district with the state paying the costs. One restriction that applies equally to both this option and the next one described is that the student transfer must not upset desegregation plans.
Open Enrollment-Limited (OE-L). Defined subgroups of students may attend public schools outside their resident districts, with state funds paying the costs. Permission of the resident or receiving district may be required.
Open Enrollment-Metropolitan [OE-M). Students are allowed to attend schools outside of their district but within their metropolitan area. Permission of either the resident or the receiving district may be required. States with magnet-school programs involving several districts in a metropolitan area—programs devoped to help promote desegregation and more effective education—are a part of this category.
Postsecondary Option, Comprehensive (PS-C). The State allows high-school students to attend postsecondary programs. Permission of the resident district is not required. State and/or local funds pay the tuition and fees.
Postsecondary Option, Limited (PS-L). Students must obtain the permission of their resident district to attend postsecondary programs. State or local funds pay all or part of the costs.
Tax Deduction or Tax Credit (Tax). States allow families to claim either a deduction or a credit on their state tax return for their children's education costs.
Tuitioning (T). States allow funds to follow certain students to public and private non-sectarian programs.
Specialty School (S). The state operates and funds a specialty school, on a statewide or regional basis, that draws students from many districts.
Program Development (PD). The state provides funds earmarked to help school districts plan or implement different kinds of parental choice.

20. The number of handicapped students includes all handicapped students counted under both E.H.A. and Chapter 1 of E.S.E.A., as amended (SOP).

21. Alaska had a higher percentage of test takers for the S.A.T. than the A.C.T. in 1988 and 1989; however it is reported as an A.C.T. state in order to maintain comparability with 1982 scores and percentage of high-school graduates taking the test.

22. Washington State administers its own college-entrance examination tests. Consequently, the percentages of A.C.T. or S.A.T. test takers are too low to classify Washington as either an A.C.T. or S.A.T. state.

23. This figure differs from the official graduation rate developed by the Florida State Department of Education. The Florida State Department of Education has adopted a graduation rate definition that does not correspond to the U.S. Education Department's and is not comparable to the figures reported for other states. The State Education Performance Chart's graduation rates are calculated as the proportion of a state's 9th-grade class receiving a regular diploma four years later adjusted for unclassified students and migration. Florida's calculations include students taking more than four years to receive a diploma.
For 1987, Florida's official graduation rate was 67.1 percent; for 1988, 71.6 percent.

24. The number of Texas' teachers for 1989 was not available. However 1988 data were used in the calculation of the rankings to maintain comparability among the states.

25. Federal funds data for Virginia have not been available since 19[illegible]. However 1985 data were used in the calculation of the rankings to maintain comparability among the states.

26. Ohio requires an extended internship or induction for vocational education teachers only.

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The stagnation in student performance has occurred, Mr. Cavazos told a news conference, despite record levels of spending on education by districts, states, and the federal government.

Cavazos Says 'Wall Chart' Shows 'Plateau' in Student Performance

Continued from Page 1

set by President Bush and the National Governors' Association, Mr. Cavazos called on parents and educators to commit themselves—"as the President and the governors have committed the nation—to the work of education reform."

School officials, however, sharply criticized the wall chart as misleading, and said it would do little to spur improvements toward meeting the national goals. Only one of the goals set by President Bush and the governors—raising the graduation rate—is included on the chart.

"The Education Department's 'wall chart' has as much to offer educational improvement as the Edsel offered the automotive industry," said Timothy J. Dyer, president of the National Association of Secondary School Principals. "The Education Department should wake up to the fact that this nation is adopting national goals on education."

Bill Honig, California's superintendent of public instruction, called the chart a politically motivated attempt to push the Bush Administration's reform agenda. Other indicators of performance, he said, would have shown real gains in student achievement.

"It's almost as if he went out of his way to kick teachers and schools," Mr. Honig said. "What's the point—that we need to make more progress? We know that."

"Teachers need credit if they've done a good job, and they've done a good job," he said.

'Only Measure We Have'

Created in 1984 by then-Secretary of Education Terrel H. Bell, the wall chart has increasingly come under fire from educators and state officials, who contend that it compares states unfairly and offers little guidance for improvement. *(See Education Week, May 17, 1989.)*

Following last week's release of the 1990 chart, for example, several organizations renewed their calls for new forms of assessment that they say would gauge peformance more accurately than the standardized-test scores used on the chart.

Bush Administration officials have also expressed concern that this year's report might conflict with their work with the governors on national goals. White House officials reportedly asked the Secretary to consider dispensing with it this year. *(See Education Week, April 11, 1990.)*

Mr. Cavazos acknowledged last week that the chart does not address the areas encompassed by the goals, but said it represents a "starting point for developing strategies designed to achieve" such goals.

"This is the only current measure we have for educational performance," the Secretary said. "Until we develop other measures, we will have to rely on the wall chart."

'Marching to the Same Tune'

The 1990 performance report suggests that student achievement has improved little over the past year.

None of the 28 states where a majority of college-bound students take the American College Testing program test registered gains, the report shows. Scores in 5 states remained the same, and 23 states registered declines.

In the 22 states where students use the Scholastic Aptitude Test, 8 showed improvements, 9 exhibited declines, and 5 remained stable.

Many educators have criticized the use of such test scores as a measure of state performance, because they reflect performance by a self-selected sample of college-bound high-school students.

But Charles E. M. Kolb, deputy undersecretary of education, said reading scores from the National Assessment of Educational Progress—which is based on a representative national sample of students—show a similar pattern of stagnation.

"There may be shortcomings [with the S.A.T. and the A.C.T.], and there may be methodological quibbles with the way they are administered," Mr. Kolb said, "but you can't get away from the fact that everybody is marching to the same tune."

But Mr. Honig pointed out that the overall college-entrance-test scores mask genuine improvements by minority students, who were taking the tests in larger numbers. Moreover, he noted, other NAEP results, including recently published scores in science and mathematics, show substantial gains in performance.

The scores "are not stagnating, they are growing steadily," Mr. Honig said. "That's not to say we don't have a long way to go."

'Gross' Underestimate?

The 1990 report also noted that other measures of achievement suggest there have been gains at higher levels of performance.

The number of schools offering Advanced Placement programs, for example, has climbed substantially since 1982. In 1989, 39.7 percent of high schools offered such programs, compared with 23.5 percent in 1982.

In addition, the proportion of students who earned high scores on the college-admission tests also increased over that period.

But the proportion of test takers who scored 3 or above on the A.P. tests—a level sufficient to earn credit at most colleges—declined in 1989.

The report also noted that graduation rates remained virtually unchanged between 1987 and 1988. Nationally, 71.1 percent of 9th graders graduated with their cohorts in 1988, compared with 71.7 percent the year before.

Among the states, the wall chart shows, Minnesota is already meeting and exceeding the national goal of having a 90 percent graduation rate. Wyoming and North Dakota are close behind. States with high admission-test scores tend to have high graduation rates, according to the statistical compilation.

But Gordon M. Ambach, executive director of the Council of Chief State School Officers, said the department's figures, which exclude students who earn a General Educational Development certificate, "grossly" underestimate the graduation rate.

Data from the Census Bureau, Mr. Ambach said, suggest that as many as 85 percent of students eventually earn a high-school diploma. "You don't get any of that reflected in the chart," he said.

'Radical Reforms'

In examining the "inputs" of the education system, Mr. Cavazos noted that spending has increased substantially over the past decade.

Between 1982 and 1989, the report found, average teacher salaries increased by 19 percent, while expenditures per pupil rose by 21 percent.

At the same time, pupil-teacher ratios declined from 18.9-to-1 in 1982 to 17.4-to-1 in the fall of 1988.

The stagnation in student performance, however, suggests that these increases have failed to "erase the education deficit," Mr. Cavazos said.

"The solution to the education deficit is not found by adding more dollars into the system," he maintained.

Rather than increase spending, the Secretary said, states should enact "radical reforms" that might lead to improved performance. The 1990 wall chart indicates states' progress on six such proposals: minimum-competency testing for graduation, "academic bankruptcy" sanctions, performance-based teacher or school incentives, alternative certification for teachers, teacher-certification examinations, and parental-choice plans.

These six reforms have been gaining favor in state capitals, Mr. Cavazos noted. For example, he said, some 35 states now offer parents at least some measure of choice in education, and "full-fledged" choice programs are now in place in five states, compared with one when President Bush took office.

He noted also that Minnesota, the first state to allow open enrollment across district lines, has the highest graduation rate in the nation. But he cautioned that there is as yet no evidence that such reforms are linked to improved student performance.

"Anything is better than what we are doing now," he concluded. "We'd better try something different."

But Mr. Honig said genuine improvements would require a comprehensive approach—including additional resources.

"I like choice," he said, "but I would never say it is the answer to American education's problems."

Year and Sources of Data, by Column:

Column 1	Individual State Education Agencies
Column 2	Individual State Education Agencies; National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Education Department, *Digest of Education Statistics, 1989*; N.C.E.S., Unpublished Preliminary Data
Column 3	Individual State Education Agencies
Column 4	Individual State Education Agencies
Column 5	Individual State Education Agencies; N.C.E.S., *Digest of Education Statistics, 1989;* N.C.E.S., Unpublished Revised Data
Column 7	The College Board
Column 8	The College Board; N.C.E.S., *Digest of Education Statistics, 1989*; N.C.E.S., Unpublished Preliminary Data
Column 9	The College Board
Column 10	The College Board
Column 11	The College Board; N.C.E.S., *Digest of Education Statistics, 1981*; N.C.E.S., Unpublished Revised Data
Column 13	N.C.E.S., Unpublished Preliminary Data; U.S. Bureau of the Census, Provisional Unpublished Data; Individual State Education Agencies
Column 14	N.C.E.S., Unpublished Preliminary Data; U.S. Bureau of the Census, Unpublished Data
Column 15	The College Board, Advanced Placement Program
Column 16	The College Board, Advanced Placement Program
Column 17	The College Board, Advanced Placement Program; N.C.E.S., *Digest of Education Statistics, 1989*
Column 18	N.C.E.S., *Digest of Education Statistics, 1989*; N.C.E.S., Unpublished Preliminary Data
Column 19	National Education Association, Estimates of School Statistics, 1988-89
Column 20	National Education Association, Research Division, *Estimates of School Statistics* data file
Column 21	N.C.E.S., Unpublished Preliminary Data
Column 22	N.C.E.S., *Digest of Education Statistics, 1986*
Column 23	N.C.E.S., Unpublished Preliminary Data
Column 24	N.C.E.S., Unpublished Revised Data
Column 25	National Education Association, Research Division, *Estimates of School Statistics, 1989;* N.C.E.S., Unpublished Preliminary Data
Column 26	National Education Association, Research Division, *Estimates of School Statistics* data file; N.C.E.S., Unpublished Revised Data
Column 27	N.C.E.S., Unpublished Preliminary Data
Column 28	N.C.E.S., Unpublished Revised Data
Column 29	The Council of Chief State School Officers, *State Education Indicators: 1988*
Column 30	Education Commission of the States, Clearinghouse Notes, November 1985; Individual State Education Agencies
Column 31	Southern Regional Education Board, "Paying for Performance—Important Questions and Answers," *Career Ladder Clearinghouse*, January 1990
Column 32	C.C.S.S.O., *State Education Indicators: 1988;* C.C.S.S.O., Unpublished Preliminary Data
Column 33	C.C.S.S.O., *State Education Indicators: 1988;* C.C.S.S.O., Unpublished Preliminary Data
Column 34	Nathan, Joe. "Progress, Problems, and Prospects of State Educational Choice Plans." Prepared for U.S. Education Department, July 1989 Individual State Education Agencies
Column 35	U.S. Commerce Department, Bureau of Economic Analysis, August 1989 Press Release
Column 36	U.S. Bureau of the Census, General Social and Economic Characteristics, December 1983, Revised
Column 37	Office for Civil Rights, "1986 Elementary and Secondary Schools Civil Rights Survey," National and State Summary of Projected Data
Column 38	U.S. Education Department, Office of Special Education and Rehabilitative Services; N.C.E.S., Unpublished Preliminary Data

Note: All series have been updated using the most recent data available. The data reported in the columns of the 1990 chart may vary slightly from those reported in previous charts.

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EDUCATION WEEK

American Education's Newspaper of Record | Volume IX, Number 34 · May 16, 1990 | © 1990 Editorial Projects in Education / $2.50

House Backs Bill Requiring Family Leave for Workers

White House Signals Bush Veto Is Likely

By Deborah L. Cohen

WASHINGTON—Citing a need to promote family well-being, House members last week approved a bill that would require firms with more than 50 employees to grant workers up to 12 weeks of unpaid leave a year to care for newborn infants, newly adopted children, or sick family members.

The measure, which has evoked a veto threat from the White House, passed on a 237-to-187 vote, drawing support from 39 Republicans and opposition from 54 Democrats.

A companion bill has passed a Senate committee.

The final bill—the product of a compromise crafted by Representatives Bart Gordon, Democrat of Tennessee, and Curt Weldon, Republican of Pennsylvania—was watered down from earlier versions that offered separate leave periods for different categories of care and fewer exemptions for employers.

But Representative Patricia Schroeder, the Democrat from Colorado who first introduced parental-leave legislation five years ago, said the vote was still a significant victory.

"This is like the moon-shot legislation of the 1960's," she said. "It shows Congress recognizes changes in our workforce and stresses families are under in this new global marketplace we're in."

"As we move into Mother's Day," she added, "we finally did something real besides chocolate and cards."

Added Representative Marge Roukema of New Jersey, a Republican sponsor of the measure, "We got the message across that what American families cannot afford is to lose their jobs in a crisis."

Although the vote fell short of the two-thirds needed to override a Presidential veto,

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Cooperman Legacy: Gutsy Reforms, Unsolved Problems

N.J. Chief and Kean Stressed Strong State Role

Saul Cooperman, left, and Gov. Thomas H. Kean exported many of their ideas.

By Lynn Olson

TRENTON, N.J.—Saul Cooperman has a saying tacked to his closet door: "Never for the sake of peace and quiet deny your experience or convictions."

The quote is an apt one for New Jersey's outgoing Commissioner of Education, who is scheduled to leave office next month. For the past eight years, the dogged and persistent educator has pushed New Jerseyans to pioneer some of the nation's most controversial school reforms.

His state was the first to provide a minimum starting salary of $18,500 for beginning teachers; the first to allow non-educators into the profession through an "alternate route"; the first to seize control of an "academically bankrupt" school district.

In the process, the man who describes himself as "bookish and introspective" has frequently managed to outrage most of New Jersey's education organizations.

But he has also built a reputation as a leader with "guts," according to one educator, a "fierce debater" who shoots straight from the hip, according to another.

"You get no doubletalk from Saul Cooperman," says Senator Matthew Feldman, the Democratic chairman of New Jersey's Senate Education Committee. "He's very straight. If he feels he's right, he can be inflexible. But he doesn't dance around issues. He's not afraid to tackle tough problems. And he doesn't look for the easy way out."

Mr. Cooperman typifies the activist commissioners of the 1980's. Many took advantage of the national school-reform

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State and Testing Officials Dispute Gloomy View of Pupil Achievement

By Robert Rothman

State officials and testing experts last week took issue with Secretary of Education Lauro F. Cavazos' gloomy assessment of the status of student achievement.

In releasing the annual state education-performance chart this month, Mr. Cavazos cited the fact that overall scores on college-admission tests remained stable for the fourth straight year as evidence that achievement has "reached a plateau." He also charged that the school-reform effort thus far has failed to boost performance.

But the state and testing officials argued in interviews that the Scholastic Aptitude Test and the American College Testing Program test are inappropriate gauges of student performance.

Moreover, they said, alternative interpretations of these data, as well as other performance data not included on the "wall chart," suggest that achievement has improved over the past few years.

In particular, the officials noted:

- College-admission test scores have increased for every demographic group. But overall scores remained stable because lower-performing groups took the tests in greater numbers.
- Results from the National Assessment of Educational Progress indicate that performance on lower-level items has increased steadily over the past decade, and that the gap between blacks' and whites' performance in most subjects has narrowed considerably.
- Publishers of commercially available achievement tests report that national norms now are substantially higher than they were earlier in the decade, particular-

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Education Officials Reconsider Policies On Grade Retention

By Lynn Olson

After a decade-long trend toward stricter policies requiring low-achieving pupils to repeat a grade, a number of school leaders are beginning to reassess the wisdom of such practices and call for a more flexible approach.

Moves to overhaul student-retention rules are under way in several big-city school districts.

And at least one state school chief is considering denying certain kinds of grants to districts in his state that fail to abandon such policies.

For critics of mandatory retention, these developments offer hope that policymakers are starting to heed a large body of research indicating that retention does not benefit students—and may actually cause them to drop out.

"In a lot of places, where standards have been raised during the last decade," says Joan McCarty First, president of the National Coalition of Advocates for Students, "the remedial strategy of choice has been

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Company Has Schools Scrambling To Buy New Football Helmets

By Mark Walsh

School districts nationwide have been thrown for a loss by an unexpected expense for the upcoming school year: new football helmets.

Riddell Inc., one of the leading manufacturers of the headgear, has recommended that high-school helmets 10 or more years old no longer be used. The safety of reconditioned helmets of that age cannot be assured, the company said in December.

That announcement has left many districts and schools, fearful of wrongful-injury suits should they ignore the manufacturer's advice, scrambling to find money to purchase new helmets—at a cost that generally runs $100 or more per helmet.

"I'm sure a lot of schools are going to have

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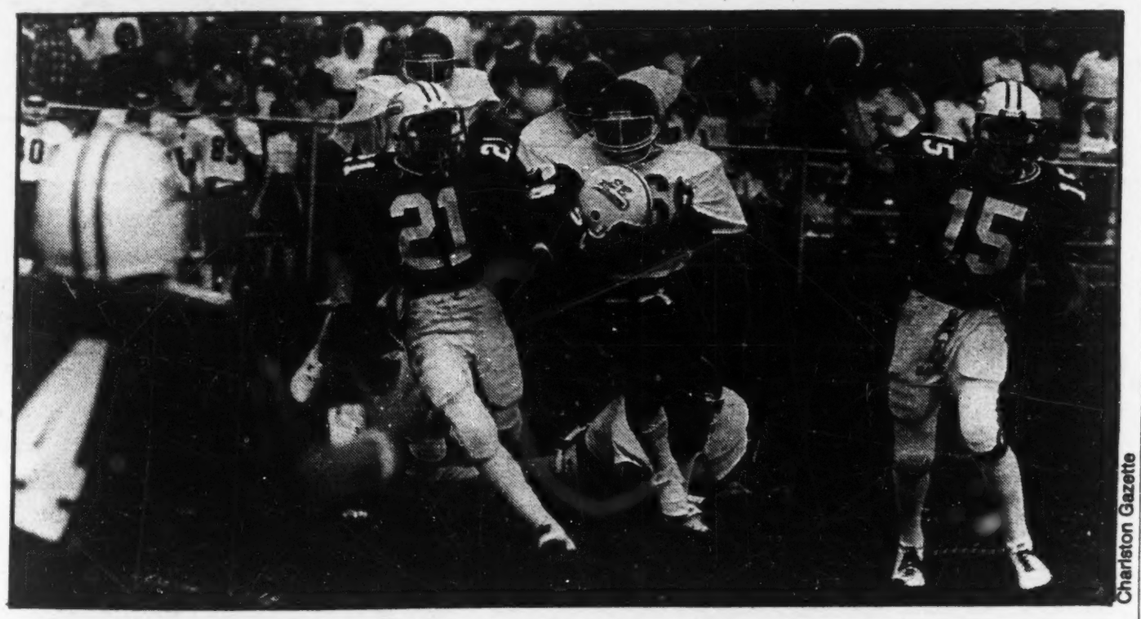

Charlston Gazette

Riddell has recommended that football helmets 10 or more years old no longer be used.

Also in the news

4 **Elementary Counselors**
Despite evidence of their positive impact, few states mandate—or fund—them.

8 **'An Educated Electorate'**
A distinguished panel seeks ways to teach Americans their stake in the system.

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